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TEACHING SEX HYGIENE IN THE PUBLIC SCHOOLS

E. B. LOWRY

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IN THE

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TEACHING HEALTH IN THE PUBLIC SCHOOLS.

A Companion Volume to this Book.

Teaching Sex Hygiene in the Public Schools

BY

E. B. LOWRY, M.D.

Author of
"Herself," "Himself," etc

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TEACHING SEX HYGIENE

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TEACHING SEX HYGIENE IN THE PUBLIC SCHOOLS

CHAPTER I

THE NECESSITY

THERE probably is no subject that is causing more controversy in towns and cities than that of teaching sex hygiene in the public schools. Comparatively recently we were deep in the darkness of prudery which said that this and kindred subjects should not be mentioned except in whispers. It was considered almost sacrilegious to mention the question in polite society.

Only a few years ago the public suddenly was awakened from its lethargy of indifference to a realization of the presence of the white slave trade. About the same time

investigations revealed the prevalence of the venereal diseases in all classes of society, they revealed the cause of blindness of the new born, of pain, suffering and sterility among good, true women. When all these alarming facts became known educators generally began to look for a remedy for this horrible condition of affairs. The cause was found in ignorance due to false modesty of fathers and mothers; the most potent remedy was announced to be education. Education of boys and girls so that they would not be victims of ignorance nor the prey of the unscrupulous vultures who profit by the gullibility and weakness of others.

Then the question came as to how, when and by whom the necessary instruction should be given. This naturally called forth a variety of opinions which, as yet, have not been settled entirely and probably will not be for some time to come.

Undoubtedly it is safe to say that every one admitted that the proper persons to

give this instruction were the fathers and mothers, that it should be given in the privacy of the home and at such opportune times as there arose a question in the mind of the child. Such a course would presume that the parent was capable, on account of previous education, of giving this instruction and that there was a bond of unity between all parents and their daughters and sons which would invite confidence on the part of the child. Just here was the great obstruction.

The women of the country generally are divided into three classes, first,—those broad-minded, well-informed women who are capable and do instruct their daughters and sons in sex hygiene; second,—those who realize the need of such instruction but, due to their own lack of early instruction, are not prepared to impart it to their children; and third,—those who willfully or ignorantly close their eyes to the ways of the world, who insist upon taking the world as they would like it—idealized—not as it

really exists today, who insist upon hiding behind a mantle of prudery and looking through a glass darkly.

In my experience the second is the largest of these classes. Through my magazine and other work I have received letters from hundreds of mothers and the gist of nearly every one is, "I would like to tell my child but I do not know how. I am so woefully ignorant on this subject because no one ever taught *me.*" Then from other women and girls who realize they have ruined their chances of perfect happiness, there is the cry, "Why was I not taught these things before it was too late?" The latter show the existence of the third class of mothers.

So the question resolves itself into the seemingly simple one of teaching mothers the need of this instruction and then teaching them how to give it. However, this seemingly simple problem is one of the greatest that is troubling the country at the present day. Mothers' clubs have tried to reach mothers. They reach some, but only

a very small proportion. In Chicago and other cities the plan has been tried of attempting to reach the parents through lectures given in the schoolhouses to parents, but for some reason these attempts were not always a success, either because of failure to create interest in the lectures or to impart them in a fitting manner.

While all these attempts were being made we became convinced of the fact that we were missing a great opportunity. Every year there were older boys and girls leaving the public schools soon to take up their duties as future fathers and mothers. To-day we have an opportunity of reaching these boys and girls, but tomorrow they might be so widely scattered that it would take several years to accomplish what might be done now in a few months. The boys and girls who are graduating from schools this year are the mothers and fathers of the next generation. After school days they scatter to the four winds. If we could reach every boy or girl who left the schools dur-

ing the next ten years we would have instructed the great majority of parents of the next generation. Where could we expect to find a better time, place or opportunity?

CHAPTER II

THE METHOD

IN every normal school and institution of higher education there should be introduced at once a course commencing with a study of eugenics and teaching how to improve the race stock of our country. This naturally would lead on to a study of those factors which are degrading this stock—the intemperance of high living, the social evil and its accompanying factor of venereal diseases. Then would be seen the duty of this generation to the next—the necessity of preparation for fatherhood and motherhood and, naturally, instruction in the sex education of the child.

With high school students these subjects naturally cannot be entered into so deeply, but every girl in the high school should have some training for her future work of

motherhood. The introduction of domestic science into the curriculum of the public schools is one of the great milestones of educational advancement. Correlated with the instruction in cooking, sewing and the general care of the home naturally would come the care of those very important members of the home—the babies—and each girl could be taught how to take care of her own health so that she might be properly prepared for motherhood. The boys should be given instruction along similar lines, but probably with them the instruction could well be given by the director of physical education, for a boy's great ambition is strength and virility.

In the upper grades these subjects could be approached in a similar manner. There is something absolutely wrong in our system of education when a large proportion of our boys and girls end their school days in the grammar rooms and go out to take up their life work without being properly prepared for it. The public schools, as

a rule, do not prepare for real life. When the majority of boys and girls leave school they float about for a time like rudderless ships, for they never have been started on a right course. There has been too much of a tendency in our public schools to give all classes the same school studies without any thought of the fitness of this method to their daily lives. Too frequently the work of the elementary schools is outlined only as a preparation for college life. But we know that the great majority never enter college, but do enter business without proper preparation. We have tried to make our children conform to the idealized course of study instead of having the curriculum conform to the needs of the individuals.

In the upper grades those who expect to enter high school and college should be in separate classes from those who finish their work in these grades. The latter should be prepared here for business and for fatherhood and motherhood. The proper method of feeding babies is more important for

many girls to know than the names of the capitals of all the countries in the world. The keeping of household accounts is the best of arithmetic for these girls. The care of their own bodies and a respect for themselves is necessary if we do not wish to see clerks and stenographers painted and dressed as the demimonde. By improving the homes, we improve the nation. The best method of improving the homes is to train the coming generation of home-makers in those branches of science and art that particularly apply to the homes. If the homes are properly managed we will have no need of prisons, reformatories or insane asylums.

In the lower grades there should be lessons in nature study in which the great truths of eugenics are revealed in plant and lower animal life. With this foundation the application to human beings can be made at opportune moments. With small children it must necessarily be almost individual instruction, given as the time and opportunity demands, but the teacher must be ever

watchful for such opportunities to present these truths.

In ungraded and rural schools the instruction could be given in a manner similar to that in the lower grades. The special instruction must necessarily be almost individual. Here, in most instances, the teacher has a much better chance to reach the parents than do the teachers of the city schools. She usually is acquainted with the parents as individuals and in moments of conversation the earnest teacher can drive home the truths to the parents and impress upon them their duty in regard to their children. The teachers in the rural localities perhaps have a better opportunity to become pioneers in this work than do their sisters in the larger cities. It is from the country that the brawn of our nation comes and it is here that the fountain heads must be kept pure.

The schools in several respects do not correlate with real life. Even the subjects of physiology and hygiene, which the laws

of many states require to be taught a certain number of hours a week in every room, are valueless as they usually are taught, Quite a common method is for the teacher or one of the pupils to read a few pages from some text book on hygiene, perhaps some charts are shown, but the practical application to the daily life of the individual is lacking. This is no fault of the teacher, for she never was taught those applications. She is as ignorant on these subjects as the pupil she is required to instruct. Teachers should have as much knowledge of the care of children as do mothers, for during six hours of the day they must take the place of mothers. They must be prepared to meet the emergencies. I remember when I was teaching a third grade, a boy of ten or eleven wrote an obscene note to one of the little girls. She brought it to me, but I was not prepared to meet the occasion. I sent the boy to the man principal, but he also was unprepared, for he only could recommend whipping the

boy. With my later knowledge I know that we both missed a grand opportunity of starting that boy on a right course. A few moments of earnest conversation at that time might have changed his entire life.

The most important thing at the present time is to introduce this great question of sex hygiene into every training school for teachers so that they may be prepared to realize and to meet the opportunities for guiding their pupils.

The problem of sex education is being met by the New York City and other boards of education by giving books on sex hygiene to their teachers. This method provides the teachers now at work with instruction on the subject which was not offered in the course when they attended the normal schools. Regardless of the question whether sex hygiene should be taught to the entire class, every teacher should be prepared to meet individual cases; for there is not a teacher who does not share with the mother the confidence of some child.

In all classes in school there should be lessons illustrating the value of achievement. The lives of manly men and womanly women should be exemplified. A personal study of each child is needed so that his individual talents may become known and developed. The stock man who raises colts would not think of giving the same training to a race horse that he gives to a heavy dray team. Certainly children should be given the benefit of as much selection of training.

Dr. F. C. Sharp of the department of philosophy at the University of Wisconsin has outlined a course of moral instruction for schools that might well be used by teachers as a foundation for more special work.

CHAPTER III

THE CAUTION

UNFORTUNATELY there ever are many of shallow wisdom or judgment who rush in where angels fear to tread, or who, becoming too enthusiastic, rush ahead without waiting to consider the results of their course of action.

We, as educators, are entering a new realm where all has been darkness. For a short time we have been throwing our searchlight of investigation here and there searching out hidden and valuable truths, but there are many unexplored and untried regions. We can walk only very slowly along the path we have explored, for our light is dim and throws its beams only a short distance. We can see only a little way in advance. If we try to run or hurry

we may stumble or even fall over a precipice.

The teaching of sex hygiene in the public schools as a separate subject ever will be a mistake! To introduce it correlated with other subjects but without proper introductory work or without adequate preparation of the teachers would be one of the gravest mistakes of the age. Instruction lightly given or unaccompanied with the deeper reverence for motherhood and fatherhood, or love of home and children is worse than useless. It only would call forth vulgar discussions by the depraved. This subject is like nitro-glycerine in that it must be handled with extreme caution or there will be an explosion which will wreck all the good intentions of the most progressive. No educational reform can succeed unless it has the approval of the majority of the masses. The first step is to educate the parents to the necessity of the proposed instruction while at the same time the teachers are being prepared.

THE CAUTION

In view of the great needs of the hour and also remembering the national habits of haste, it becomes necessary to sound a note of warning. The hasty should look well before they leap. Be sure every advancing step is on sound ground. It is better to wait a year or so than to make any unstable efforts. Rome was not built in a day, neither was our great system of public education formulated in a month or a year. We cannot make any radical change in a few months. The time is coming when all these changes are going to take place, but first the way must be prepared.

In no other place is there the opportunity to reach the masses that there is in the schools. The plan of making the schoolhouses social centers for the neighborhood has opened a new democracy which promises to bring a more speedy solution to many insistent civic questions than any other method that has been attempted. Mothers, fathers, teachers, pupils, men and women of every stage have entered with enthu-

siasm into the movement. Every member of the community contributes according to his talents or training. The very persons who up to the time of throwing open the schools for social centers positively refused to attend church or public hall lectures are the ones most eager to respond. The schoolhouse is the one common bridge upon which democracy can span problematic situations most comfortably and effectively, as the foreigner, the older resident, the poverty stricken, the wealthy, all feel that the schoolhouse belongs to them. So only here can our great educational problems be solved.

"Mere instruction in the function of sex, even when presenting the facts regarding the physical and moral suffering which may result, is not sufficient deterrent from sexual immorality. Men who know all about the ravages of gonorrhoea and syphilis, and the young women who know all about the danger of becoming pregnant, do not hesitate to enter illicit relationships.

The man may have learned that it is possible to protect himself against disease by simple local medication, and the woman may have learned to 'take care of herself'; but whether they have or not, when the impulse to sexual intercourse seizes them—essentially a biologic impulse, inherent in every living thing—too often they yield. The only safeguard is strength of will developed by years of true *education,* built upon a sound character, and ennobled by an ideal conception of the beauty, chivalry, and the responsibility of their sex.

"We cannot expect the school to build such characters alone. The greatest source of power is the home; but the school can and should provide the essential instruction and supplement it with the inspiration to clean living. Those who are to give instruction in matters of sex should have more than technical knowledge; more than the ability to present facts intelligently and with force. They must know how to idealize the subject, lift it out of the plane

of the sordid and away from the possibility of vulgarity and smut, and show that it is associated with the nobility and beauty as well as with the crass realities of life.

"Tell the young folks the truth. It will not hurt them if told in the right way. The danger lies in the foul suggestiveness to which they are exposed everywhere and against which the best bulwarks are knowledge and character. Both of these should be developed in the school—and out of it."—*(Clinical Medicine.)*

CHAPTER IV

THE GREATER WORK

SEX instruction alone is only one step in the moral training of a child. In every school there are other factors that must be looked after if we wish our children to have the best training.

The lack of adequate toilet facilities, especially in the country schools, perhaps has been one of the greatest factors in the spread of immoral practices among children. Public toilets where children of both sexes congregate should not be allowed. Habits of self-abuse and other immoral practices often are learned in the public toilets. In schools all toilets should be strictly sanitary and under the supervision of the teacher or other adult. The supervision of the toilets and playgrounds should

be as much a part of the work of the school as the hearing of lessons, for it often is the "lessons not learned in school" that are the most lasting.

It is well for every school to look to the morals of the janitor, for in many cases boys have been first instructed in harmful habits during their visits to the janitor in the basement of the schoolhouse.

Unsupervised playgrounds and other places of recreation breed immoral practices. The supervision of the teacher ends when school is dismissed and the conduct of the child after school hours rests with the parents. Many children are allowed to loiter on their way to and from school and the parents do not concern themselves about their whereabouts so long as they appear at home at meal time. This should not be true. The parents should know where their children are at every hour of the day. If they are allowed to go to the homes of their playmates, the parent should quietly investigate to find out what are the surroundings

of the homes and what are the occupations of the children.

At noon and recess hours at school, supervision should be maintained either by the teacher or by some other adult. On this subject one woman wrote me the following: "In a small farming community of California containing about forty children of school age, it was discovered that immoral practices had been carried on for years among the older children. One little girl, being new to the school and also being in the habit of telling her mother everything, repeated some of the sights she had seen during the recess and noon hours, and also some of the conversation she had heard among the children. Investigation later revealed a surprising state of affairs."

Even in the home these things may occur. One girl wrote me, "My mother died when I was a babe and I was sent out among strangers. While away from home and before I was six years old a young fellow about fifteen years of age possessed me and

threatened to do something terrible if I told. I did not dare tell. Luckily I was taken home at this time as I now had a step-mother. But still more horrible, it also happened that I had immoral relations with my brother. I was not very old before I understood that this was a wrong and a shame and acted accordingly. My parents never mentioned things of this nature to me. How much better it would have been if they had done so when we were real young. How many things were spoken of by schoolmates and told in the dirtiest possible way and things also were said that I now know were entirely wrong."

These instances impress us very strongly of the need of early talks with young children on these matters. As soon as they enter school at the age of six and even before this, in some cases, they are bound to hear these things from their playmates. Usually the information is thrust upon the child in a very vulgar manner, or entirely wrong impressions are given. The very

secrecy that always has surrounded these subjects makes them an object of interest to children.

The trouble with the mother in the small community is that she judges her children by her own past. She, perhaps, had an entirely different environment from that of her children and because she came out all right, naturally sees no use in bothering about talking to her girls. "They will learn these things soon enough," she says when the subject is mentioned. That they either already have learned them or may be learning them in a manner of which she would be the last to approve, she does not take into consideration. An attempt to warn such a mother often is misunderstood by her.

A boy always is interested in sex problems. The vulgar delight in feeding his fancy, in giving him exaggerated ideas of these much abused subjects. He is led from one step to another. Often many of the things he does are performed in a spirit of

bravado, simply because he does not wish to appear "green."

From one of the reliable magazines comes this information: "Forty-one families—'nice families' as we call them—were last May thrown into consternation and humiliation by being privately notified by the head master of a boys' school that their boys would not be re-entered for another term at the school. 'A fearful condition of immorality,' wrote the head master, 'has been unearthed at the school, and in order to set an example to the rest of the boys, every boy concerned will be denied re-entrance to this school.'"

No school is immune to immoral practices, but with diligent oversight they may be quickly suppressed. The teachers must be prepared to investigate as well as to teach.

That the physical condition of a child has a great influence upon his mental ability as well as his moral nature cannot be denied, yet, according to Dr. Wood, the professor of physical education in Teachers' College,

Columbia University, seventy-five per cent of the children attending our public schools of America today, that is, fifteen millions of them, need attention for physical defects.

The object of education is to fit the child for its place in life, to so train it that it will be able to fight its own battles. It is as necessary that every child should be in a good physical condition as it is that he should be developed mentally, yet for some reason in our zeal for the higher education we have been inclined to neglect the physical side. As long as children are not actually so sick that they are unable to leave home they are considered well enough to attend school.

Modern education has at last taken up this matter of physical condition of the school children with the result that in some of the more progressive schools the children finish the school year in the spring in better health than when they entered in the fall. In other schools that cling to the old-fashioned methods and traditions, spring finds the children wan and weary and it

takes the better part of the long vacation of summer to place them in such a physical condition that they will be able to return to school at all.

In the majority of small towns and country districts the value of a trained school physician or nurse is not realized. In fact, they are looked upon with eyes of suspicion, considered an unnecessary extravagance. But when we consider that practically every child in school is handicapped by the physical disabilities of the majority we may consider that a teacher who understands the education and development of the physical body is as necessary as one who understands the development and training of the mind.

It will take a defective child much longer to complete a given course of study than it will a perfectly normal child. If at the beginning of a child's school career it could be placed in a perfect physical condition, it would be able to complete its course in less time than otherwise and the community

would be saved the expense required to keep the child in school the extra time; therefore, from an economical standpoint it is better to attend to the child's physical development.

It has been said that the boy without a playground is like the man without a job. It is the boy who is not kept busy with work or wholesome play who has time and energy to get into trouble. By keeping the boys busy with supervised recreations outside of school hours we will prevent many of the immoral practices. The director of physical education plays an important role in the moral welfare of a child.

CHAPTER V

THE BLINDNESS OF PARENTS

DURING the past few years the public has been much interested in the prosecution of the white slave investigation. Every adult person had a more or less definite idea that there were in existence immoral houses. But the majority of women had no idea that their existence should be of any especial interest to them.

The Hon. Edwin Sims, U. S. District Attorney, Chicago, says: "There are some things so far removed from the lives of normal decent people as to be simply unbelievable by them. The white slave trade of today is one of these incredible things. The calmest, simplest statements of its facts are almost beyond the comprehension of belief of men and women who are mercifully spared from contact with the dark

and hideous secrets of the 'under-world' of the big cities.

"Naturally, wisely, every parent who reads this statement will at once raise the question: 'What excuse is there for the open discussion of such a revolting condition of things? What good is there to be served by flaunting so dark and disgusting a subject before the family circle?' Only one—and that is a reason and not an excuse! The recent examination of more than two hundred 'white slaves' by the office of the United States district attorney at Chicago has brought to light that literally thousands of innocent girls from the country districts are every year entrapped into a life of hopeless slavery and degradation because parents in the country do not understand conditions as they exist and how to protect their daughters from the 'white slave' traders who have reduced the art of ruining young girls to a national and an international system. I sincerely believe that nine-tenths of the parents of these

thousands of girls who every year are snatched from lives of decency and comparative peace and dragged under the slime of existence in the 'white slave world' have no idea that there is a trade in the ruin of girls as much as there is a trade in cattle or sheep or other products of the farm.

"I have no disposition to add a single word to what will open the eyes of the parents to the fact that white slavery is an existing condition—a system of girl hunting that is national and international in its scope, that it literally consumes thousands of girls—clean, innocent girls—every year; that it is operated with a cruelty, a barbarism that gives a new meaning to the word fiend; that it is an imminent peril to every girl in the country who has a desire to get into the city and taste its excitement and pleasures!"

One of the worst obstacles that is to be overcome in the work of protecting innocent girls and restoring to useful lives those who

have been betrayed is the blind incredulity on the part of a large percentage of the public. There are thousands of women all over the country who know as little about what is going on in the world as do so many children. They are wonderfully ignorant of the terrible conditions that are in existence all around them. Of course, their blindness to these awful conditions makes them more peaceful and contented for the time being than they possibly could be if they realized the temptations and perils that are lying in wait for their daughters and the daughters of their friends. But this peace is not permanent and every year thousands of mothers are rudely awakened from their sleep of peace to find that while they were asleep to the perils of the world their daughters have been drawn into the whirlpool.

This awakening of such parents comes too late usually to do any good. The recent agitation along this line has caused many a mother to exclaim, "how terrible!

I did not dream that such a condition of affairs could exist in this country."

In this age no young girl is beyond temptation. She needs all the protection possible, and in order to protect her the parents and teachers must be awake to the dangers and provided with the best means of protection. One of the things hardest to make honest and trusting parents believe is that there can be people in the world who make it their business to lead girls into a life of shame. But such is the case whether we believe it or not. The men and women who ply this trade lay their plans more carefully and employ more artifices than can be conceived of by the ordinary parent. The wonder is that more are not caught in their net.

Another fact which the public finds it hard to believe is that the girls who are lured into the life of shame find it impossible to escape from such a life, that they are prisoners and slaves in every sense of the word.

One common trick of these slave pro-

curers is the promise of a good position. Many a girl has left school and gone to the cities thinking she had obtained a definite and desirable position. Perhaps she was to be met at the station by the person who obtained the position for her. Too late she finds her position is in a house of ill-fame. So common has this trick become that in every large city there are organizations of social workers who offer through the churches to look up the desirability of any position which has been obtained by a girl so that should it prove to be a lure of the destroyer she could be warned before it was too late.

Another favorite device of the white slaver for landing victims is the runaway marriage trick. The alleged summer resorts and excursion centers which are so widely advertised as Gretna Greens and as places where the usual legal and official formalities preliminary to respectable marriage are reduced to the minimum are star recruiting stations for the white slave

traffic. So common is this trick that a wise mother should refuse to allow her daughter to visit one of these places or to go on one of the pleasure excursions unless accompanied by some older member of the family. Also, every mother should teach her daughter that any man who proposed such a marriage was to be looked upon with suspicion, and should not be trusted for an instant.

Then there is the restaurant trick. The girl is induced to go to what she thinks is a restaurant and then perhaps is taken into a private room only to find that this room leads to her prison. Girls cannot be too suspicious of going to unknown places with comparative strangers—either men or women.

The moving picture shows furnish to these slavers another opportunity of misleading girls. These shows naturally attract children and very young girls. Evidence has been procured which proves that many girls owe their ruin to frequenting them. As an instance of this, three girls met as

many young men at a moving picture show and at the end of the performance were induced to leave the theatre by a side door which was found to open into an adjoining building and all passed the night together.

Massage parlors and manicure parlors, upon investigation, were often proved to have been used as a bait for these vile procurers. Many of these places were found to be not equipped for their legitimate work but to be nothing more than disorderly houses.

The investigations of the United States courts have resulted in the imprisonment of many of these panderers, but there are many more still unconvicted and the danger to young girls is ever present. The parents cannot be too watchful in their protection, and to be watchful they must be cognizant of the dangers and of the methods in use. The daughters must be so educated that they are prepared to cope with the enemy. Remember, as Browning says, "Ignorance is not innocence, but sin."

CHAPTER VI

THE STORY OF LIFE

EVERY teacher must need be a missionary in that it befalls her to be ready to give the parents the answer to that important question of "How shall I give this information?" which naturally follows the parent's realization of his or her duty to the child. This question usually is accompanied by another, "When is the best time?"

The answer to both questions must depend upon the individual case. At a certain age a baby expresses a desire for something to bite. Before that time we make no effort to force him to bite. Later he finds he can help himself from one position to another by creeping. Then in a few months he discovers he is able to use his feet and tries to walk. We do not try to force any of these new ideas upon him but

simply wait patiently until he expresses a desire to acquire some new knowledge, then we aid him and guide his efforts.

There comes a time in the life of every child when he awakens to knowledge of reproduction. Then is the time to give the information. Some children commence to inquire as early as three years. At such an early age it is not necessary to go into details, as a very little information suffices to satisfy the child.

Just how to tell the truths necessary must vary with the age of the child. It is important to remember to be truthful to the child. When a mother tells the child that the stork or the doctor brings the baby, she sets a seal upon untruth. Some day he will learn that his mother has deceived him and that behind her instruction lies an element of secrecy, and secrecy, with its companion, curiosity, is the cause of much unrest in after life. The child gathers the idea that there must be something shameful connected with the birth of a child

or his mother would not be ashamed to tell him the truth.

Secondly, the child must be told scientifically, thereby making this knowledge a basis for later studies in biology. He can be taught in a simple manner that all nature comes from a seed; that the mother makes a tiny nest for the seed and that with all seeds it is necessary for their growth that the father give them some pollen.

Until these subjects are put before children and young people with some degree of intelligence and sympathetic handling, it cannot be expected that anything but the utmost confusion in mind and in morals should reign in matters of sex. It seems incredible that our thoughts could be so unclean that we find it impossible to give to our children the information they need on these most sacred subjects, but instead we allow them to obtain their information whenever and wherever they can and in the most unclean manner. A child at the age of puberty is capable of the most sensitive,

affectional and serene appreciation of what sex means and can absorb the teachings if properly given without any shock to his sense of the fitness of things. Indeed, whenever these subjects are taught to the child correctly they induce a feeling of reverence for the mother that could not otherwise be obtained. A little child when told that she grew in a nest in mother's body right underneath mother's heart at once becomes filled with a great love and wonder for that mother. Then later to teach the relation of fatherhood and how the love of parents for each other and their desire to have a child of their very own was the reason for that child's existence—these things seem so natural to the child's mind that has not been polluted with vulgar ideas that they excite in him no sense of unfitness, only a deep gratitude and a kind of tender wonderment.

The great point to remember in teaching these things to children is to satisfy their present question and leave the understand-

ing that mother (or father) will always be ready and willing to explain any problems that are bothering the child.

So many girls have told me that when they were between six and fourteen years of age they had heard some things about the nest where the babies grow and immediately went to their mothers and inquired as to the truth of what they had heard. The invariable answer received was, "Little girls must not talk about such things." That silenced the child and the mother heaved a sigh of relief that the question had passed off so smoothly and easily. That little sentence has been the cause of innumerable mistakes and misery. That little sentence marked the beginning of the failure of the child to confide in her mother, the child never again would broach the subject to her mother. However, that did not mean that the child would not receive the information requested; for, as a rule, the girls who told of this incident also remarked that they had received the information very soon

from some older girl and frequently in a vulgar manner. If a mother wishes to retain the confidence of her daughter, if a father wishes to retain the confidence of his son, they both must keep a keen lookout for the first questions and be prepared to answer them at the time.

Later on the special sexual needs of the boy or the girl can be explained, the necessity of cleanliness and the danger of self-abuse. The need of self-control and the possibility of deflecting physical desire to other channels and the great gain resulting; all these things the youth of either sex are capable of understanding and appreciating, and the knowledge given early will prevent many physical and moral wrecks.

Parent-teacher associations are of great value in bringing the work of the home and of the school into harmony. Here the real mothers and the universal mothers—the teachers—can plan together how best to develop the child physically, mentally and morally.

CHAPTER VII

THE GIRL

GIRLS who have not been properly instructed do not realize what kind of an impression they make upon men by their clothes, actions and habits, and unthinkingly expose themselves to misunderstanding. An eminent lawyer said to me recently, "Why do you not tell girls what *real* men think of them when they appear on the streets with painted faces, peek-a-boo waists and thin, silk hose worn with shoes more appropriate for the ball room? If girls imitate the demimonde in their dress they must expect to be treated accordingly." There is in every girl's nature a desire to appear attractive in the eyes of those of the opposite sex and this desire leads to extremes of dressing. These ex-

tremes of dressing naturally attract the attention of men, and the girl feels flattered and continues her course, not realizing what impression the men really obtain. Then, when the man makes the advances that her manner of dressing has led him to believe he can make, she is very much insulted and resentful. The fault lies in the fact that the girl has not been properly educated and has received exaggerated and entirely wrong ideas of life.

In every normal girl's heart there is an inborn love of the beautiful and a desire to make herself attractive. This may manifest itself in various ways, according to the environment and culture of the individual. In mere babies we see a tendency to decorate with flowers and ribbons. How much pride the small girl takes in her new dress, her new shoes or new hat! As the girl grows older and enters the business world, her love for the beautiful is encouraged by her companions. She makes a struggle to have as pretty clothes and as many rings

as her girl friends. If she is in moderate circumstances, or is dependent upon her own efforts and must buy not only the luxuries but also the necessities of life with her pitifully small wages, she sometimes is tempted to sacrifice health and comfort to have style.

Instead of comfortable shoes with thick soles that would protect her feet from the wet and the heat of the pavements, she buys high-heeled, thin-soled shoes not suited to the shape of her feet. They crowd her toes, throw the foot out of shape and produce corns and bunions, causing the wearer to hobble home every night to nurse her poor, tired, aching feet.

She oftentimes goes without lunches, and sometimes without a good nourishing dinner that she may buy some fancy collar, tie or belt. Sometimes, the struggle is too much for her and her health breaks down, or is so injured that the way is paved for tuberculosis or other diseases.

Ofttimes in the midst of her troubles,

when she is quite discouraged with the never-ending struggle to make both ends meet, there comes into her life some older girl, more experienced in the ways of the world, a woman whom our young girl has admired because she always is dressed in the latest and most extreme styles, always has plenty of admiration and invitations to dances, theaters and other places of amusement. This woman tells her of an easy way to obtain the things her heart desires. Not realizing the dangers, she follows the wicked advice of her friend. Sometimes she escapes with a few bruises, but many a girl carries the scars through life. She may take precautions to avoid the natural results of her acts, but she seldom dreams of the risks she is running of contagion from one of the black plagues. It is not uncommon for physicians to be called upon to treat these diseases in young girls.

Of course, these things are more common in the cities than in the country districts, but the country places are not immune. Rare

is it to find a country village that has not been invaded by the summer boarders or other travelers, bringing with them city ideas and modern laxity of morals. Every railroad improvement has brought the country and city closer together. The country young people think nothing of running into the city to do their shopping, and besides doing their shopping, they absorb and bring home with them city ideas.

The country girl may go through life to the altar with nothing to hide and nothing to regret if she has not encountered wrong companions nor inherited traits of recklessness. But the country girl going to the city to work is in great danger. Unless she is possessed of unusual independence and common sense, she soon is tempted to copy the dress and manners of the smart set. She attends questionable places of amusement—cheap imitations of the more expensive resorts. She goes in the company of young men who make a good appearance, who are regarded as good "dressers." She does

this without any regard to their reputation, believing that she is capable of taking care of herself. How often later events prove she is not!

In pioneer times, the girl stayed at home and helped with the household tasks. She carded and spun the wool into yarn, wove the cloth and then fashioned it into various garments. In the summer time she canned and dried the fruits and vegetables for the winter's use. The weekly task of baking for a large family was more than one woman could accomplish unaided. The families were large and their needs many, so until a girl married and went to a home of her own, she was needed to help her mother. Hers was a busy life, but it was not all work and no play. During the winter there were the singing school, the husking bee, and the various dances. But all these usually were attended by the whole family, and often several families went in one big sleigh. Seldom did she encounter any men except under the protection of the

home roof. Hers was the protected home life.

Times have changed since then. With all the modern inventions that have displaced the home work, the girl is not so much needed at home in the household duties. Where formerly her help was required in weaving, sewing, spinning, cooking and canning, now these things nearly all are done in factories and offices. Besides, her earnings often are required to help out the family income. With all the changes in her work and environment, there has not been the change in her education and preparation. In the protected home life of our ancestors, ignorance might have been regarded as innocence. But things are different now. The opportunities for the misleading of young girls are becoming more plentiful every day. The temptations come to her dressed in such alluring clothes that she does not see the lurking danger. A child attracted by the pretty flower of the thistle has no way of knowing of the thorns

underneath unless it has been taught by some one older and more experienced.

Sin is nothing but a mistake, and it proceeds from ignorance! For instance, if I do not know that fire burns, I may put my finger into it and get burned. The result of this mistake is the burning of the finger, and this has taught me once for all that fire burns. I never again shall put my finger into the fire! So every mistake is a great teacher in the long run. No one is born so perfect as not to commit any mistake or any sin. The girl of the present age must be prepared to meet the temptations thrown about her.

Everything pertaining to the origin of life, the relationship of the sexes and the sacredness of such matters should be delicately taught the growing girl by her mother or some one competent to speak of such things.

The existing conditions of the present age should be explained to her in such a way that while she retains her belief and faith

in good, clean-minded men, she still will be prepared to cope with those who are not so clean-minded and learn to distrust those who are not willing that the daylight should shine upon their actions. Such knowledge is the best protection a girl entering the business world could have, and to allow her to go without it is a crime. If the girl falls because of ignorance, the parents are to blame.

"Why was I not taught these things?" is the cry of many an unfortunate girl.

"But I know so little about these things myself, how can I explain them to my child?" says one mother.

It is time for the mothers to commence to study.

When a mother is entrusted with a daughter she takes upon herself a duty—a duty she must perform. If she was brought up in ignorance and suffered through her mistakes, she should safeguard her daughter against the same misfortune.

The universal motherhood of teachers has

a glorious opportunity of preparing the coming generation for future motherhood and fatherhood.

Every mother should talk freely with her young daughter. Enter into her life. She should try to remember her own tastes and thoughts at her daughter's age; become her chum and not her dictator. The reward will be the joy of confidence and satisfaction of, " Well done, thou good and faithful servant, thou hast been faithful over a few things, enter thou into the joy " of knowing you are saving your daughter. Why do we condemn the unfortunate girl, who, perhaps, has made only one misstep, and that through ignorance or misplaced confidence? She did no worse than many of her companions, but they were more worldly wise than she!

" He that is without sin among you, let him first cast a stone at her."

CHAPTER VIII

THE BOY

DURING the course of his life, the boy passes through a great many stages in which his ideals change greatly, and the things that most appeal to him and interest him change also. But it is a noticeable fact that it always is something heroic or manly that is raised as the goal of his ambition. As a small boy, the friendly policeman usually represents his ideal, showing thus early his respect for law and order. At this age, his greatest ambition is to be a policeman and wear a uniform.

At another stage of his life, when he has been hearing stories of the bravery, courage and strength of the American Indian, he is filled with the desire to run away and join some roving band, don their costumes and participate in their deeds of valor. To him

the quiet home life seems very "tame" and hardly worth while.

Even the youngest boy in school can be appealed to through stories of knights. The kindergarten story of "Cedric" has made the days much easier for many a primary teacher. With Cedric as an ideal, it is easy to bring about improvements in the boy's everyday life; for if he would grow to be like Cedric, he must do the things that Cedric did.

A few years later, when the boy may have been reading stories of the great campaigns of the Civil or Revolutionary Wars, the growing boy is fired with the ambition to become like one of these heroes, perhaps even to become a great general. A deep impression is made upon him and for months, it may be years, he lives in a world of camps and campaigns, of bivouacs and battles. He plans for the time when he may go to West Point. His everyday life, even, is planned to prepare him for that glorious time. He drills his younger comrades in

the technic of warfare, but teaching them above all to obey their captain quickly, correctly and without question.

All through his childhood, everything that is manly appeals to him. Among his acquaintances usually is some man who represents to him his ideal of manhood, and whom he consciously or unconsciously tries to imitate. Unfortunately, however, he has not arrived at an age at which he is able to distinguish just what qualities make the man and he is liable to imitate some of the man's faults, thinking they are virtues. In this way the boy, noticing that many men smoke, thinks that smoking must be one of the necessary attributes of manhood and so he tries to do likewise, counting as nothing the hours of misery that must be endured before he has acquired the desired habit.

If the boy during his stage of hero worship encountered only good, clean-minded men, who inspired him with real manly traits, all our social problems would be solved during the next generation with very

little effort. Unfortunately, the boy in his progress through life is thrown with a great many misanthropes who teach him harmful practices.

The boy in the city encounters many whose chief delight seems to be in poisoning his young mind, while the country boy, perhaps during his hour of rest in the shade at noonday, listens with wide-open ears to the questionable stories by the hired man. He is told of the many things a man is privileged to do; he often is the listener to many despicable stories about women and girls, stories that give him a wrong idea of the relations of the sexes, that cause him to believe that there are certain practices that are his privilege by right of sex and which he must exercise if he would be a man. His imagination is so filled with these unwholesome stories that he is unable to see the fallacy of their theories. He does not stop to question why it is that these same men are weak, shiftless and unsuccessful, while his father and other clean-minded men are

great, strong men who do things in the world.

We talk about the privileges of motherhood, of the mother's responsibility in shaping the future of her children, but it seems to me that the fathers have as great a privilege and as great a responsibility in the training of their sons and inculcating in their young minds right ideas of the privileges and responsibilities of manhood. In the growing youth's mind there arise many questions that he would like to talk over with his father, but he feels diffident about asking him. Too often the boy grows up and goes away to college without ever talking with his father about manhood.

Many parents do not speak freely with their children on matters of development. In all matters concerning his business relations and success, the boy has received careful instruction. He has not been left to work out those problems by himself but is given the benefit of the experiences of those who have trodden the road before. But in

this matter so vital to his whole life, he has been left to clear his own path through the woods. With no guide and bewildered with the new ideas and experiences that crowd upon him, is it any wonder that he loses his way, wanders off the straight path, falls oft-times into some bog that perhaps was hidden from his sight by the surrounding flowers and to which he has been lured by siren music? A most unusual boy, indeed, would he be if he did not encounter brambles or mudholes. Fortunate is he if he eventually climbs back to the road again with no deep scars to mar his future. Who is to blame for the many falls of youth? Surely not the boy, for he was not capable of seeing the hidden dangers. Is it necessary for every boy to sow his wild oats, seeds of which always may be intruding upon his happiness? Could he not be wisely and gently taught by his father that he might avoid the pitfalls which cause him so many regrets in later years?

Hero stories may be made the basis of

much valuable instruction in schools. All through the ages we find examples of wholesome men who lived clean lives, keeping their bodies strong and healthful and conserving their energies that they might be used in doing noble deeds. Men who wasted their energies in their youth by riotous living might, indeed, for a few years, seem to be achieving great success, but before long the dissipations told on their systems and they were unable to continue. Could we know the secret history of many brilliant men who shone for a time as stars of the first magnitude, but, like the comet, enjoyed only a brief appearance, we would find the cause of their setting lies in some of the mistakes of youth. Why is it so many brilliant men are nipped off in the very beginning of their careers by paralysis or some other disease of obscure origin? No one but the man himself or the old family physician would be able to answer such a question.

The prevalent idea common among men

that the most common of the black plagues, gonorrhœa, is no worse than a cold is to be deplored. Recent medical knowledge has brought to light the fact that it persists in the deeper structures long after it apparently has been cured and may reappear at any time after an unusual strain. As a result, many wives are thus unwittingly infected by their husbands, and many homes are childless. Indeed, it is possible for this disease to so affect the life-giving elements that they are incapable of performing their function.

I believe every boy wishes to become a strong, well-developed, successful man. No boy ever deliberately planned otherwise. There are careless boys and thoughtless boys—boys who follow courses and practice habits that ultimately must defeat success and end in disappointment, but they always do so through carelessness or ignorance—never deliberately planned action. If the average boy desires to make the most of his life, and deliberately plans to use his

time and opportunities in the best way, he always succeeds. His success is certain, although it may not be along the lines first planned, as he may develop new and unexpected talents. Many of our most successful men tried many avenues before they found the one best suited to them. Many others have awakened to the fact that they have wasted many years and dissipated much energy before they planned out their life's course. Although they may achieve great success they always feel that this success might have been greater if they had not wasted so many precious years before finding their real work.

In school days the boy is led by the wise teacher to see the right way of gaining the knowledge he needs. But there is a knowledge of the structure of the body, of the meaning of certain desires, of the functions of their organs, the necessity for cleanliness, the results of abuse and the danger of acquiring certain diseases known as the black plagues, that cannot be given in

the public schools by the teachers; that cannot be given by the mothers, for the boy is inclined to think, "Oh, you're not a man, you can't understand a man." Who, then, is to give this knowledge so necessary to the boy's welfare? It is the father's duty to see that the boy is given this knowledge and given it in the right manner and early enough to forestall wrong ideas.

The directors of physical education among boys and young men should assume the role of universal fathers to those who need this help. A boy will give up many bad habits if he is shown that they have a tendency to make him a weakling and prevent his physical development.

It is not the poor boy of the city streets alone that is most in need of this knowledge. In the city, various organizations make it their chief business to look after the youth, providing healthful amusements, good companions and various helpful suggestions. The country boy has none of these. Very little effort is used or is

thought necessary to save the country boys. But the tendency of the country is city-ward and generally the country youth becomes the city youth. Upon the training he has received before going to the city, upon the ideals he cherishes, depend his future actions. "I'd have done better if I'd known better," said a fine specimen of redeemed young manhood as he recounted some of his experience to the city minister, "but it wasn't the temptations of the city which proved to be my undoing. I was lost before I came here—lost to virtue, honor, truth—and I lost these attributes on the farm."

No one can come in contact with children and young people without feeling the need of a united effort on the part of parents, physicians and teachers to lessen the immoral tendencies, with their degrading effects, to which the present generation is subjected. Knowledge of the right sort will prevent many nervous wrecks caused by the boy reading literature sent out by

various questionable medical houses which instill into his young mind a fear that he unconsciously is drifting into a dangerous condition when in reality nature simply is asserting itself and there is no cause to worry.

Many parents realize the need of giving such instruction but hesitate on account of ignorance of facts or of the best manner of presenting such sacred subjects, so the instruction is postponed from day to day until it is too late. Then the regrets.

How to present this knowledge to the child depends upon his age, environment and circumstances. With the very young child, who lives almost entirely in a world of imagination, the poetical fancies often can be used to good advantage. But when the boy has reached a school age and associates with older boys, things begin to assume more natural proportions and the world takes on a more real aspect. Then it is the boy wants more material explanations, demands practical truths. A man can

ill afford to allow vulgar representations of these most sacred truths to be given to his boy by his companions, but he may rest assured they will be and the boy will listen unless this has been forestalled by knowledge given by a wise parent. Fortunate is the boy whose father is a companion to him. The man who can break away from his business cares, become his boy's chum, take long walks with him, talking about the wonders and mysteries of nature, gradually leading up to nature's method of reproducing her kind and teaching him the sacredness of the human body, will be fully repaid for his effort.

Many men through selfishness or ignorance neglect these vital talks with their sons. In many instances the boy grows to manhood with only a distorted view of the meaning of fatherhood or motherhood unless some broad-minded man comes in contact with his life.

The majority of teachers in the public schools are immature girls who cannot real-

ize the needs, desires and temptations of an adolescent boy. At this age the boy needs association with men. No community is giving its boys full value unless it provides on the school faculty some well-poised man who understands boys and who can and does direct their physical lives so as to develop strong moral characters capable of becoming useful citizens.

CHAPTER IX

A WELL DIRECTED CHILDHOOD

UPON the training a child receives during the early years of his life, upon the ideals engendered during that period depends, to a large extent, the entire course of his after life.

This does not mean that he is to be neglected in later years for, until he has reached manhood's estate and especially during his adolescent days, he needs a firm, wise counselor. A boy or girl who has been rightly trained up to the age of twelve or fourteen very seldom will go far astray. By that time, his habits and ideals are quite firmly rooted and it would take an unusually strong mind, or influence, to detach them.

The training of a child should commence the moment it is born. It is possible to so "spoil" a child the first three days of its

life that there will be no peace or comfort in the home unless the baby is coddled and waited upon continually. The baby tyrant soon learns if father is to be his slave. He soon learns if father's rest at night is to be undisturbed, or if long night walks are to be the regular program. Judge Mary Bartelme of the Juvenile Court of Chicago says that many a girl or boy in court has been brought there by a life of selfishness and lack of self-control engendered by over-indulgent parents. The unwise parent's idea is "How can I get it for my child?" not "Should he have it?" These indulgent parents do not realize that the greatest kindness to a child is to train him in habits that will make his life a success.

A baby should be trained from birth in habits of regularity by being fed and bathed at definite periods. Now is the time, also, to establish regular habits that will prevent in later years that bane of health,—constipation.

If the unthinking father or mother wishes

the child to grow up to be a drunkard or a drug fiend, now is the time to commence that course by giving the baby soothing syrups and various other remedies recommended by the well meaning neighbors, or designing advertiser. Practically all soothing syrups contain some harmful drug, as opium or morphine. If they do not contain these they contain alcohol. Look out for the remedies called tinctures. They contain enough alcohol to make the baby drunk. Of course these quiet the baby and cause it to sleep. It is drunk! An over-dose may so soothe it that it never will awaken. These babies that are started out in the habit of having soothing syrups are the children that later are continually requiring some of the patent tonics that contain alcohol. They have acquired the habit and crave the effect of the alcohol. A few years later they become the habitues of the harmless drink counters. Many of these drinks contain cocaine or other harmful drugs. Later these children, grown to manhood, feel the desire

for a stronger stimulant and, before long, are confirmed drunkards or drug users. And the mother or nurse with her soother is to blame!

If you want your child to end his days in the insane asylum, or become a degenerate from solitary vice, neglect the generative organs when he is small. The generative organs of both the boy and the girl have a secretion which, if allowed to remain, acts as an irritant to the parts. It is as necessary to keep these parts clean as it is to keep the nose or any other organ free from dirt and accumulated secretions. From birth, the foreskin of the boy should be retracted every day and the parts thoroughly cleansed. The same is true of the girl. If the parts are not cleansed, there is a constant irritation which causes the child to rub the parts, and the habit of self-abuse is started. Make it a point to cleanse these parts thoroughly every day and as soon as the child is old enough teach him to do it. It will prevent many disorders in later life. Perhaps the

boy, or girl, needs a circumcision. Have your family physician examine him and be sure.

If you want your child to come to believe that you are an untruthful or an unreliable person, or that you are not conversant with the things that you should know, begin to tell him falsehoods and evade the truth when he is small. When your child of four or five asks you where the baby came from, tell him some fanciful story about the stork bringing it or that you found it under a cabbage leaf. He will find out soon that you have lied to him and will not bother you with other questions.

If you want to instill into your child's mind vulgar ideas about the most sacred relations, turn him away, when he begins to inquire, by saying, "Shame, you must not talk about such things."

But if you are a true parent and want to retain the confidence of your child, and have him learn the truthful meaning of most intimate and sacred relations, tell him the

truth *always*. When the child commences to inquire where the baby came from, explain about the flowers and the birds with their nests. Then explain that baby grew in a little nest right under mother's heart, and that is the reason why mother loves her child so much. Explain the necessity of caring for any mother who is carrying the baby in its little nest. It is not necessary to go into details. Children are satisfied with very simple explanations, but they must be truthful. If mother and father do not always tell the truth, they cannot blame the child if it tells a falsehood.

Before the child enters school at the age of six, it should know where babies come from, and the dangers of self-abuse. Otherwise it will be instructed, by some playmate, in various vices. A number of girls have told me that they were taught the habit of self-abuse when they were only four or five years old.

See that the child's clothing is not so tight as to irritate the delicate organs. See

that it eats only plain, nourishing food. Give it a moderate amount of sweets and very little meat. A limited amount of pure, home-made candy is good for a child, but a small quantity of cheap stuff is harmful. Keep the child interested at home if you do not want him to get the habit of roaming the streets. The long, winter evenings should be well spent in reading helpful books or in quiet amusements. Let the children pop corn and pull candy once in a while. It will do them good and instill a love of home.

Study your child to see his inclinations. Do not try to force your boy to follow your occupation or to take up some profession that makes a nice appearance. If he is inclined to mechanics, put him in a shop or in a technical school and let him learn to be an expert in the line for which he is adapted, instead of making him a second-rate lawyer or a second-rate doctor with a constant struggle to eke out a bare living.

When your children have the usual children's diseases, do not treat them as a mat-

ter of little importance. Many a man or woman is sterile for life owing to a neglected case of mumps that affected the testicles or ovaries. Many a person owes a chronic inflammation of the kidneys to an attack of the measles that was considered too light to consult a doctor.

When your daughter is at the age of puberty, see that she rests a day or two at her menstrual period. It even would be better to keep her out of school for a year than to have her spend the remainder of her life as a nervous invalid, which condition often results from strain at the age of puberty. Watch her that she does not enter exciting contests that cause too great a strain on her nervous system. She needs exercise but it should always be of a light, nerve-quieting kind, as walking or swimming.

Take an interest in the schools your children attend and see that they are suited to your child's needs. Do not have your boy learn ideas that will make him a fop and

spoil him for a useful life. Do not have your girl placed in a position where she ruins herself for wifehood and motherhood in order to keep up with her classes. There is too much of a tendency in the public schools to require the same amount of work from all children. Only harm results from such a course, for all children are not built nor gifted alike. No farmer would think of training a race horse and a plow horse in the same manner. There is as much difference in children and their needs as there is in colts.

We have given more attention to the raising of colts than we have of children. The government has a department to experiment and produce the best results in the raising of plants and animals. It provides lectures and instruction to teach ordinary people how to make the most of their property,—their animals and gardens. We need a department that is organized to teach men and women how to care for themselves and produce the best quality in children. Your children are

more important than your stock, your farm or your business. The highest creation of God is man.

CHAPTER X

THE COWORKERS

IT IS regrettable that the schools and other organizations apparently should be in antagonistic positions. All educational organizations are working for the same ultimate outcome. There is too much work to be done to waste any time, or energy in back-biting, fault-finding and unjust or unkind criticism. All those interested in the welfare of the race should work in harmony.

Although we all agree that the parents are the proper persons to instruct their children in these subjects pertaining to their physical and moral welfare, at the present time all parents are not prepared to do so. Others, therefore, must come to their assistance. The schools reach and help many, but there is much work to be done by others besides teachers and parents.

Oftentimes an outsider understands a child even better than do the parents. It may be that the spiritual adviser has a trained and keen insight into human character and human needs and because of his position may give advice that would not be received kindly from any one else. The clean minded servant of God should become a deep student in these health matters so closely concerned with the spiritual life of both children and parents. He should lose no opportunity of bringing the truths to their attention.

The teacher in the Sunday School has a similar opportunity. She or he may have the rare quality of inviting confidence. These teachers should be chosen carefully by the head of the church and not in the hit-or-miss fashion too often employed. Training classes for teachers should be on the weekly calendar of the church and no one should be entrusted with the moral and spiritual welfare of a child until he has proven himself qualified. Immature youths should not be

selected to teach those of the opposite sex. They may be able to teach the words of the text, but seldom will be capable of driving home the divine lesson. A carefully selected reference library for teachers should be provided. This library should contain books on the care and rearing of children. Quite frequently moral relapses are due to physical defects. The spiritual and physical natures cannot be separated entirely and the teacher must know how to harmonize one with the other.

The various women's organizations should plan classes for their less fortunate sisters who have not had the opportunity of learning how to become better mothers. The men's organizations might well concern themselves with the welfare of their sons, instead of setting them an example of selfish indulgence. Boys and girls need training for fatherhood and motherhood and it is the fathers and mothers of this generation who should plan and have carried out such courses, and not be content to criticize those

who are trying to remedy defects caused by the neglect of parents. Teachers and educators are striving for the best methods.

The newspapers are assisting materially in this campaign for better health, while the various magazines designed especially for women were among the pioneers in this crusade. Nearly every one of these has its health department in charge of a woman physician, who not only writes health talks each month but also answers many personal letters relating to individual cases. No drugs are prescribed, but the best advice from a hygienic standpoint is given. The "Mother's Magazine" is making a special campaign for more intelligent parenthood. The girls of this generation are the mothers of the next, and only by inculcating right ideals into the minds of the growing girls can we expect to have mothers prepared to train their own daughters. A great many girls who have made mistakes say that the cause of their downfall was the advice and example of associates leading irregular lives.

These girls are scattered through the community to an extent hard to realize by people who have not had any special interest in these matters, and are a menace to the daughters of respectable, hard-working families with whom they come in contact. If each thinking woman would make it a point to become a "big sister" to some lonesome or misunderstood girl, we would not have the same problems confronting us that we do now. If at the same time every right-minded man would become a "big brother" to some immature youth, we would not need to enlarge our courts and homes for delinquent boys.

The athletic directors in the various organizations should be prepared to guide the moral development which is so closely related to the physical. Many a boy can be reached through gymnasium work who cannot be interested in any other way. It has been found often that a well-balanced, earnest director of physical education has more influence than anybody else in persuading

growing boys to give up certain practices, as cigarette smoking. A boy will give up cigarettes if he thinks this practice will handicap him in physical sports. For the sake of a boy's moral development his athletic sports should be properly supervised.

Even the theatres have their part in this great work for race and individual betterment. There are many people who have passed beyond the school age and who never attend church. They could not be induced to attend a scientific lecture, but they do flock to the theatres. It is possible through the theatres to reach many who could not be reached in any other way. Seldom is there heard a stronger sermon for race betterment than that driven home in *Damaged Goods,* as played by Richard Bennett. Here, indeed, can be seen the lesson of the greater love that might mean the loss of a little pleasure but would save years of misery.

Physicians would seem to be the natural teachers of the public in all matters concerning health. But this subject, health, is

so great that it is impossible for anyone to know thoroughly all its branches, so this has come to be an age of specialists. The average physician cannot spare the time to become a public educator. He instructs those who come to him, but the medical associations have found it best to send out physicians who have been educated as teachers to instruct the general public through lectures. A man cannot prepare himself to become a teacher without neglecting his patients. He cannot give the proper time and energy to the sick, and at the same time go hither and thither giving lectures and teaching classes. The physicians in smaller communities should be prepared to tell the public where they can get the information they desire, — either by means of lectures or books.

Every organization should be making a chapter for race betterment. No one society or individual can reach all people. It requires many pages by many people to make a complete book of life.

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You can obtain further help in solving the problems discussed by Dr. Lowry in this work from the books by the same author described in the following pages.

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